

**AN ANALYSIS OF STUDENTS' MOTIVATION
IN LEARNING ENGLISH**

Indi Amelia^{1*}, Muhammad Anjar Nugraha², Slamet Wahyudi Yulianto³
¹indiamelia22@gmail.com, ²anjarnugraha@unsub.ac.id, ³slamet.wahyudi.y@unsub.ac.id

UNIVERSITAS SUBANG

ABSTRACT

Students' motivation is the most important key that has an essential impact on the learning process. This research aimed to find out the motivation that most influences students and explored the students' perceptions about motivational teaching strategies to boost their motivation to learn English. This research took place at one of the vocational high schools in Indramayu, which consisted of 12 students from the tenth grade as participants. This research used a questionnaire, an interview, and observation to collect the data. The data were analyzed qualitatively using interactive techniques. The results revealed that 3 students (25%) got a higher percentage for extrinsic motivation, while 9 students (75%) got the opposite. It was found that intrinsic motivation has the most influence on students learning English. The results of the interview and observation delineated that the students gave positive responses to the motivational teaching strategies applied by their teacher. Moreover, they think that the teacher was an important factor that succeeded in motivating them to learn English. It is suggested that teachers understand their students' characteristics before deciding to create and apply certain creative strategies. As a result, teachers may design an effective learning method that encourages students to learn English.

Keywords: Learning English, Motivation, Teaching Strategies

A. INTRODUCTION

The existence of intriguing new innovations in the process of teaching and learning is always directly tied to the world of education. Therefore, the learning process plays a crucial role in the current generation because, through learning, we can prepare a better quality of life for the best future in our lives, and English is an international language that is needed, learned, and used by people around the world. English as a foreign language is taught at many levels of Indonesian education, beginning with elementary school, junior high school, high school, and college. Learning English is the development of a student's capacity to use English contextually in their lives in accordance with the student's settings and conditions, where the student must be proficient in the skills of reading, listening, writing, and speaking in English. Furthermore, learning English is incredibly important in the world of school or the world of work since people all over the world share information about a variety of topics, including knowledge, using English. That is what forces people, particularly students, to learn English. In addition, Aminah & Nugraha (2021) stated that learning English is an absolute necessity

in the era 4.0, as English is the dominant medium for international communication. However, not all students desire to study English, and we need to figure out and recognize what motivates students to learn English.

Students' motivation is the most crucial factor that influences the learning process. As a result, teachers must recognize that motivation has a significant impact on students in order for learning to be effective. Furthermore, motivation is the reason behind people's decisions, their level of effort, and the duration of time they are willing to commit to an action. It is a series of efforts to provide certain conditions and situations, so that if the students want to do something it means they do like it, but if the students do not like it, they will try to negate or avoid the feeling of dislike. Motivation plays a crucial role in influencing a student's decision-making process when it comes to transforming their energy into positive behaviors that align with their learning objectives. It is one of the factors that truly defines success in the learning process. Meanwhile, a lack of desire to study can impede students' progress during the educational process. In the meantime, learning a new language is more successful when one is highly motivated. In order to demonstrate how motivation affects what, when, and how we learn, motivation is frequently stressed in relation to language and linguistics. Therefore, motivation is the primary element in the learning process that enables students to enjoy their studies and readily accomplish their learning objectives, which include learning English. Success requires motivation; one must be willing to take action in order to succeed (Dörnyei, 2001; Gardner, 2001; Harmer, 2007; Sardiman, 2016; Takahashi, 2018).

The type of motivation answers the question why someone learns a language. According to several references, it is found that, there are two classifications of motivation. The first one is based on the basic reasons of the learners that states there are integrative and instrumental motivations (Gardner, 1985; Deci & Ryan, 1985; Saville-Troike, 2006; Huitt & Dawson, 2011; Subakthiasih & Putri, 2020; Purnama, 2022). The second one is based on the motivation resources that mentions there are intrinsic and extrinsic motivations (Gardner, 1982; Dörnyei & Ushioda, 2001; Tanveer et al., 2012; Muftah & Rafic-Galea, 2013; Hayikaleng et al., 2016; Sardiman, 2016; Aminah & Nugraha, 2021). Each several classifications are delineated in above detailed in the upcoming paragraph.

Motivation is mainly found to be either integrative or instrumental motivation. The integrative motivation in learning a foreign or second language is defined as the desire to become part of recognized or important members of the community or society that speaks that language. It is based on the interest in learning the language, associating or communicating with speakers of that language and on the goal or intention to participate or integrate a second language using the same language in this community. An integrative orientation toward foreign language learning reflects a sincere and personal interest in the people and culture of another group. On the other hand, instrumental motivation, refers to the desire for learning a language for some particular beneficial purposes or external rewards such as passing examinations, securing admission into better universities or colleges, increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, translation, and so on. An instrumental orientation emphasizes the practical value and advantages of learning a new language (Gardner, 1985; Deci & Ryan, 1985; Saville-Troike, 2006; Huitt & Dawson, 2011; Subakthiasih & Putri, 2020; Purnama, 2022).

Different motivation theorist gave different classifications of motivation in general, there are intrinsic and extrinsic motivation. Intrinsic motivation in language learning refers to student interest in an activity because it is enjoyment and engaging or by a desire to feel better. Here, students are captivated they learn English because of their inner desire. Intrinsic motivation means that motivation to be active or functional does not need to be stimulated from the outside, because each individual has an urgent need to do something and new possibilities are attached with cognitive and social development to achieve necessary and predetermined goals. Conversely, extrinsic motivation is motives that are active and functioning because of stimulation, includes those rewards such as good grades and inducements external to students. Here the students in learning English are encouraged by their external eagerness, such as looking for a job, doing examination, or alternatively to avoid from punishment and so on (Gardner, 1982; Dörnyei & Ushioda, 2001; Tanveer et al., 2012; Muftah & Rafic-Galea, 2013; Hayikaleng et al., 2016; Sardiman, 2016; Aminah & Nugraha, 2021).

Dörnyei (2001) believes that students' motivation can be boosted up. Furthermore, he created the components of motivational teaching strategies in the second language classroom. This concept is known as Motivational Teaching Strategies (MTS). Motivational teaching strategies are teachers' techniques to boost students' motivation in learning to achieve the goals. The motivational teaching strategies have been divided into four stages:

1. Creating the basic motivational conditions
2. Generating initial motivation
3. Maintaining and protecting motivation
4. Encouraging positive retrospective self-evaluation

Based on the description above, this research not only intends to investigate the students' motivation in learning English, but also aims to help teachers plan an effective learning process that can increase students' motivation in learning English. It can be concluded that understanding the students' characteristics and conducting the stages of motivational teaching strategies in the learning process is a must. Therefore, the purpose of the study is to identify the motivation that most influences students in learning of English and the students' perceptions about motivational teaching strategies to boost their motivation to learn English.

B. METHOD

This research was conducted in a vocational high school in Indramayu at 2023/2024 academic year. This research applies descriptive-qualitative methods using an AMTB questionnaire adapted from Gardner (2004), an interview, and observation created from Dörnyei's framework of MTS to collect the data. The participants in this research were twelve students from the tenth grade. For purposes of the research ethics, student names are displayed anonymously and replaced with initial codes. Purposive sampling was used in this research as a sampling technique. The questionnaire is used to determine the type of motivation that most influences students in learning of English. The questionnaire consisted of two main parts: intrinsic motivation (10 items) and extrinsic motivation (10 items). The questionnaire in this research used a five-point Likert scale, from 'Strongly Agree' to 'Strongly Disagree'. Then, the interview was conducted to support the data from the questionnaire. Furthermore, semi-structured interviews and participant observations were conducted to explore the students' perceptions about motivational teaching strategies to boost their motivation to learn English. The interview was conducted face-to-face and the researcher recorded their answers using a handphone recorder. Meanwhile, the observation

sheet consisted of six aspects from four stages were observed with six strategies applied. The observation in this research used three points scores: "3 = good, average = 2, and poor = 1."

C. FINDINGS AND DISCUSSION

1. The Dominant Types of Students' Motivation in Learning English

The data from the students' questionnaire results, revealed that the students are motivated by intrinsic and extrinsic factors when learning English. This following table describes the dominant of intrinsic or extrinsic students' motivation in learning English at the tenth grade of one vocational high schools in Indramayu.

Table 1. Types of Students Motivation

Motivation	Frequency	Percentage
Intrinsic Motivation	9	75%
Extrinsic Motivation	3	25%
Total	12	100%

Based on the table above, it shows that students' motivation in learning English means twelve students were influenced by these two factors. Each student has a more dominant motivation factor between intrinsic and extrinsic motivation that influences them in learning English. There were nine students got a percentage of intrinsic motivation higher than extrinsic motivation. Conversely, there were three students got a percentage of extrinsic motivation higher than intrinsic motivation. It can be concluded that the factor has most influences their motivation to learn English was intrinsic motivation.

In addition to the accumulated questionnaire that was displayed previously, it is also important to note that there are extreme responses toward several questionnaire items. Moreover, these several questionnaire items were strengthened using the statements from the results of the students' interviews elaborated in the upcoming section. The following table shows the extreme responses of several questionnaire items to two factors: intrinsic and extrinsic motivation in learning English.

Table 2. The extreme responses of questionnaire items

No.	Statement	Total Responses	
		A	SA
1	I have a strong desire to know all aspects of English.	5	5
2	I want to learn English so well that it will become natural to me.	9	3
3	I wish I were fluent in English.	4	5
4	Studying English is important because I will need it for my career.	6	6
5	I look forward to going to class because my English teacher is so good.	5	5
6	I really like my English teacher.	3	6
7	My English teacher has a dynamic and interesting teaching style.	6	5

Based on the table above, the number of extreme responses in the questionnaire was seven. The researcher would elaborate that most students had extreme answers to the statement questionnaire, which was given both intrinsic and extrinsic motivation. The first item showed that the students have desires that come from within themselves. It was an intrinsic motivation. Some students have varied answers, but from the questionnaire results, the

researcher found that each “agree and strongly agree” was chosen by five students. The students feel that there are many things they haven’t learned; that’s why they are motivated to learn English. CSH said that:

“Banyak yang aku belum pelajari juga soalnya. [There's a lot I haven't learned yet].”
(Interview, 18/10/2023)

The second item showed that the students want to learn English because they really want to learn it. It was an intrinsic motivation. Some students have varied answers, but from the questionnaire results, the researcher found that nine students had chosen “agree.” The students feel like they want to learn English further. JAP said that:

“Kayak pengen belajar bahasa Inggris lebih jauh lagi gitu, waktunya tuh kurang. [It's like I want to learn more English, but I don't have enough time].” (Interview, 12/10/2023)

The third item showed that the students have expectations for themselves. It was an intrinsic motivation. Some students have varied answers, but from the questionnaire results, the researcher found that five students had chosen “strongly agree.” The students hope to be able to speak English fluently. CSH said that:

“Kalau di sini maju satu-satu atau berdua, jadi public speaking-nya lebih terlatih. Dari situ aku termotivasi buat bisa belajar lagi. [If here, go one by one or two, so my public speaking will be better trained. From there, I was motivated to study again].” (Interview, 18/10/2023)

The fourth item showed that the students feel they need to learn English. It was an intrinsic motivation. Some students have varied answers, but from the questionnaire results, the researcher found that each “agree and strongly agree” was chosen by six students. The students think that if they can speak English, it will be easy for their future careers. CSH said that:

“Karena aku pengen bisa belajar bahasa Inggris, terus kayak nanti kerjanya lebih gampang. [Because I want to be able to learn English, and then it will be easier to get work].” (Interview, 18/10/2023)

The fifth, sixth, and seventh items showed that the teacher is something that influences outside of students, so the teacher is included in extrinsic. It was an extrinsic motivation. Some students have varied answers, but from the questionnaire results, the researcher found that “agree and strongly agree” was chosen by most of the students. The students said that in their English class, the teacher gives explanations that are easy to understand, and the teacher provides an occasion to discuss until the students really understand the lesson. NR said that:

“Gurunya suka kasih kesempatan buat nanya gitu kalau gak ngerti, nanti bisa diulang lagi. [The teacher likes to give us the opportunity to ask questions. If we don't understand, then we can repeat it again].” (Interview, 19/10/2023)

Additionally, they said in their English class, the teacher delivered learning in an interesting and varying teaching style, not in a boring way, with humor, and the teacher always provided positive feedback for all tasks given. The following students' statements are:

RMM “*Gurunya enakan bisa diajak ngobrol, bisa diajak bercanda, ya pokoknya kayak sefrekuensi ajah gitu loh.* [The teachers are nice to talk with and can humor with; basically, it's just like that.]” (Interview, 25/10/2023)

SA “*Selalu dikasih timbal balik, itu tuh memotivasi aku karena ga semua guru ngasih.* [Always giving feedback-that motivates me because not all teachers give it.]” (Interview, 26/10/2023)

In this research, it can be seen that students' motivation in learning English are influenced by these two types of motivation. In line with this research, based on the motivation resources there are intrinsic and extrinsic motivations (Gardner, 1982; Dörnyei & Ushioda, 2001; Tanveer et al., 2012; Muftah & Rafic-Galea, 2013; Hayikaleng et al., 2016; Sardiman, 2016; Aminah & Nugraha, 2021). Based on the questionnaire results, the researcher found the types of motivation that the most influenced their motivation in learning English is intrinsic motivation.

There has been previous research that is similar to this research that has the same topic which is students' motivation in learning English. The previous research has revealed the findings that students have intrinsic motivation that is higher than extrinsic motivation in learning English. The students have highly motivation, it is from the output of questionnaire and interview. Most of students concur with the statements of questionnaire, who delineated that students have desire in learning English (Uddiniyah & Silfia, 2019; Purmama, et al., 2019). Meanwhile, there are previous research has elaborated the analysis results showed that the students' extrinsic motivation is higher than intrinsic motivation in learning English. Because the students' motivation in learning English can be improved well by the support from the learning environments and after being given rewards in learning English (Husna & Murtini, 2019; Kasyulita & Armelida, 2019). In this research, intrinsic motivation has the most influence on students in learning English. Students have a strong desire to study English; they wish they were fluent in English, and the researcher known why students want to learn English based on the interview result. It is because speaking English will make their future career easier.

2. The Students' Perceptions of Motivational Teaching Strategies

Based on the interview and observations results, the researcher found that there are four stages of motivational teaching strategies that can boost students' motivation to learn English. The following section presents the data from students' perceptions of motivational teaching strategies and expands those using Dörnyei's framework (Dörnyei, 2001). The interview data was strengthened using the data from field notes. The several data points of classroom observation are derived in the upcoming section using field notes. The results of the field notes that were made by the researcher are as follow.

Table 3. Field notes of creating the basic motivational conditions

Aspect	Strategy	Score			Observation Data
		1	2	3	
Pleasant and supportive classroom atmosphere	Ice breaking games			✓	After giving the learning material, the teacher provides an icebreaker through Guess the Word games related to what students have just learned. The students seemed enthusiastic about following the teacher’s rules to guess the word described by their classmates in turn.

Table 3. shows that the students responses score is three, which means the ice-breaking game strategy used by the teacher in the learning process has a good effect on students. So that it can fulfill the pleasant and supportive classroom atmosphere aspect of creating the basic motivational conditions. According to Dörnyei (2001), there are three aspects needed in creating students’ motivation, they are: appropriate teacher behaviours to create a good relationship with students; a pleasant and supportive classroom atmosphere; and a cohesive learner group with appropriate group norms. In this research, the teacher built a relaxing and friendly relationship with the students using ice-breaking games in every meeting, whether at the beginning, in the middle, or at the end of the learning process. The students agreed that the first thing for a successful learning process is a teacher with a warm and friendly relationship with their students. SSP said that:

“Eh, kayak ice-breaking games tuh seru, terus asik juga. Iya bikin deket sama guru, kayak akrab banget gitu tuh. Dengan adanya ice breaking games tuh aku setuju bisa memotivasi buat belajar bahasa Inggris. [Eh, like, ice-breaking games are fun, and it’s enjoyable too. Yes, it makes me closer to the teacher; it’s really familiar. With the ice-breaking games, I agree that it can motivate me to learn English].” (Interview, 13/10/2023)

Additionally, the students said that the pleasant and supportive classroom atmosphere makes the teaching and learning process in their classroom run well. SA said that:

“Menurut aku sih ya, gurunya bisa mengkondisikan suasananya, seru belajarnya. Kayak misalkan ada ice-breaking tuh memotivasi, seru pembelajarannya. [In my opinion, the teacher can condition the atmosphere and make learning fun. Like, for example, if there is an ice-breaking game, it’s motivating; it’s fun to learn].” (Interview, 26/10/2023)

Table 4. Field notes of generating initial motivation

Aspect	Strategies	Score			Observation Data
		1	2	3	
Learner’s goal orientation	Informing the goal of the lesson			✓	Before explaining the material, the teacher informs the students about the learning goal of the lesson they will study. Some students admitted that they would be able to achieve it, but others felt doubtful.

Relevant teaching material	Giving task	✓	The teacher provides teaching material relevant to what will be needed when working on the next task. The teacher makes the teaching materials closer to students' daily lives at school. So, students seemed to understand easily what they had to do when completing the task.
----------------------------	-------------	---	--

Table 4. shows that for generating initial motivation, this research used two aspects, with scores of two and three, respectively. Which means the strategies used got students responses scores that were still above average. The strategies can be used again by the teacher with improvements in order to motivate students more. Dörnyei (2001) mentioned that there are five aspects, they are: enhancing learners' language sense and attitudes; increasing the learners' expectancy of success; increasing the learners' goal orientation; making the teaching material be relevant to the learners; and creating realistic learners' beliefs. In this research, the teacher informs the students about the learning goal and provides relevant teaching material to generating students' initial motivation. From the interview, the students agreed that the best way to generate motivation is for their teacher to clearly inform them of the learning goals of the lesson. They were said that:

JAP *"Jadi pengen tahu lebih lagi kalau pas dijelaskan tujuannya. [So, I want to know more if the goals of the lesson are informed properly]."* (Interview, 12/10/2023)

CSH *"Eh menurut aku lebih mudah dipahami daripada SMP, karena cara mengajarnya unik, menarik, ada game, terus berkelompok juga. [Eh, I think it's easier to understand than junior high school, because the way of teaching is unique and interesting; there are games; and there are also groups]."* (Interview, 18/10/2023)

Table 5. Field notes of maintaining and protecting motivation

Aspect	Strategy	Score			Observation Data
		1	2	3	
Learning stimulating and enjoyable	Creative learning media			✓	The teacher prepared creative learning media in the form of HVS paper that contained related material. Students look excited about the Guess the Word that they have to described a person. They seemed to understand adjectives that they could use to make descriptive sentences that were easy to understand others.
Cooperation among the learners	Group work			✓	The teacher asked students to work in groups. The teacher was determined. Despite this, students remain enthusiastic about completing the task given. They felt happy when they were doing tasks that involved group cooperation.

Table 5. shows that the students responses scores are three, which means the strategies used by the teacher in the learning process have a good effect on students. So that it can fulfill the aspects of maintaining and protecting motivation. According to Dörnyei (2001), there are eight aspects, they are: making learning stimulating and enjoyable; presenting tasks in a motivating way; setting specific learner goals; protecting the learner self-esteem and increasing their confidence; allowing learners to maintain a positive social image; creating

learners' autonomy; promoting self-motivating strategies and promoting cooperation among the learners. In this research, to create stimulating and enjoyable learning, the teacher used creative learning media in interesting and varied ways. The students agreed that creative and varied learning media can motivate them in the learning process. RMM said that:

“Media pembelajarannya nya masih mending ganti-ganti, biar ga bosan kalau satu ajah kan ga seru. [It's still better to change the learning media, so we don't get bored if just one isn't exciting].” (Interview, 25/10/2023)

Additionally, the students said that cooperation among the learners can also motivate them. Their teacher often gives tasks in groups rather than individually, which is very motivating for most students. NR said that:

“Lebih suka kelompok sih, karena bisa berdiskusi, ngobrol-ngobrol bareng gitu. Aku sih lebih termotivasi kalau kerja kelompok. [I prefer groups because we can discuss and talk together. I'm more motivated when working in groups].” (Interview, 19/10/2023)

On the other hand, a student in the interviewee reported that she does not really like it when the teacher often gives tasks in group work. She thought that sometimes she had different opinions from her group of friends.

JAP *“Cuma kadang kalau bekerja kelompok tuh berbeda pendapat, kadang berantem gitu kalau misalkan kelompok. [It's just that sometimes when working in a group, there are differences of opinion; sometimes there are debates like that when it comes to groups].”* (Interview, 12/10/2023)

Table 6. Field notes of encouraging positive retrospective self-evaluation

Aspect	Strategy	Score			Observation Data
		1	2	3	
Appraise and react learner's past learning achievement positively	Giving rewards			✓	The teacher gave numbers openly and according to mutual agreement. The group work that gets the best results will get the highest score, and so on. The students were seen competing to be the best group in order to get competitive scores.

Table 6. shows that the students responses scored three, which means the giving rewards strategy used by the teacher in the learning process has a good effect on students. So that it can fulfill the appraise and react learner's past learning achievement positively aspect of encouraging positive retrospective self-evaluation. Dörnyei (2001) states that the learners should be taught how to deal with their past learning experience appropriately so they will see their past learning as something to promote their future learning rather than hinder their progress. From the interview, the students agreed that the way their teacher provided motivational feedback by giving marks on each task she assigned and not underestimating their answer motivated them in the learning process. the students also mentioned that they are very motivated when they get a reward. They were said that:

SA “*Selalu dikasih timbal balik, itu tuh memotivasi aku karena ga semua guru ngasih.* [Always giving feedback that motivates me because not all teachers give it].” (Interview, 13/10/2023)

SSP “*Aku pernah dapet hadiah juga dan memotivasi kayak lebih giat lagi buat belajarnya gitu.* [I once got a reward too, and it motivated me to be even more active in studying].” (Interview, 13/10/2023)

In the previous research were revealed that there was a gap in the area of encouraging positive retrospective self-evaluation. The students agreed that teachers play a very important role in all strategies for motivating their students to learn the language. They were aware of the importance of motivational strategies. Furthermore, all the examined strategies were highest-ranked relative to their perceived importance to all strategies (Astuti, 2013; Yeşilçınar, 2021). The students agreed with how their teacher works on motivational teaching strategies, which consist of four stages of phases in an English learning classroom. There are: creating the basic motivational conditions; generating initial motivation; maintaining and protecting motivation; and encouraging positive retrospective self-evaluation (Dörnyei, 2001).

Meanwhile, in this research, the categories of encouraging positive retrospective self-evaluation received extremely good responses from the students. SSP states, “*Aku pernah dapet hadiah juga dan memotivasi kayak lebih giat lagi belajarnya gitu.* [I once got a reward too, and it motivated me to be even more active in studying].” (Interview, 13/10/2023) and RMM states, “*Pernah dapet hadiah dan itu memotivasi untuk meningkatkan nilai.* [Have I ever received a reward, and it motivates me to increase my scores].” (Interview, 25/10/2023) Most of the students are motivated to learn English when their teacher praise and react positively to their past learning achievement.

D. CONCLUSION

Based on the data presentation and analysis above, it can be concluded that the motivation that has the most influence on students learning English was intrinsic motivation. Students have a strong desire to learn English; they wish they were fluent in English, and from the interview results, the researcher also knows why students really want to learn English. It is because if they can speak English, it will be easy for their future careers. Furthermore, most students think that motivational teaching strategies applied by their teacher have a big influence on their motivation to learn English. The students showed good responses and gave positive feedback to the teacher. They agreed the teacher was an important factor in motivating them with all the strategies in the teacher's planning decisions. They were motivated by the strategies teacher used in the Dörnyei framework of motivational teaching strategies to boost their motivation to learn English.

E. REFERENCES

- Aminah, M., & Nugraha, M. A. (2021). The Effect of Intrinsic Motivation on English Language Learning Among Secondary School Students. *Biomatika: Jurnal ilmiah fakultas keguruan dan ilmu pendidikan*, 7(1), 69-77. <https://doi.org/10.35569/biormatika.v7i1.930>

- Astuti, S. P. (2013). Teachers' and Students' Perceptions of Motivational Teaching Strategies in An Indonesian High School Context. *TEFLIN Journal*, 24 (1).
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-determination in Human Behaviour*. New York: Plenum.
- Dörnyei, Z. (2001). *Teaching and Researching Motivation*. England: Longman.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. New York: University Cambridge Press.
- Dörnyei, Z., & Ushioda, E. (2001). *Teacher Motivation* (1st ed.). United Kingdom: Pearson Education Limited.
- Gardner, R. C. (1982). 'On' Gardner on Affect': A discussion of validity as it relates to the attitudinal/motivational test battery: A response from Gardner. *Language Learning*, 32 (3), 191-199.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitude and Motivation*. London: Edward Arnold Publishers.
- Gardner, R. C. (2001). Language learning motivation: The student, the teacher, and the researcher. *Texas Papers in Foreign Language Education*, 6(1), 1–18.
- Gardner, R. C. (2004). *Attitude/Motivation Test Battery: International AMTB Research Project*. Canada: The University of Western Ontario.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Hungary: Person-Longman.
- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). *The Students Motivation on English Reading Comprehension*. Utara Malaysia University: Malaysia
- Huitt, W., & Dawson, C. (2011). Social development: Why it is important and how to impact it. *Educational Psychology Interactive*, 20(1), 80-100.
- Husna, A. H., & Murtini, R. T. (2019). A Study on Students' Motivation in Learning English as English Foreign Language (EFL) At STIKES Cendekia Utama Kudus. *English Education: Journal of English Teaching and Research*, 4(2), 207-220
- Kasyulita, E., & Armelida. (2019). An Analysis of Students' Motivation in Learning English After Given Rewards at The Eight Grade Students' of SMPN 3 Rambah. *Journal of English Education*, 5 (1), 23-36.
- Muftah, M., & Rafik-Galea, S. (2013). Language Learning Motivation among Malaysian Pre-University Students. *English Language Teaching*, 6 (3), 92-103. <http://dx.doi.org/10.5539/elt.v6n3p92>
- Purmama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students. Motivation in Learning English. *PROJECT: Professional Journal of English Education*, 2 (4).
- Purnama, D. W. (2022). The Effect of Learning Media and Motivation towards Students' Reading Ability as an Experiment Study at Private Colleges in Subang Regency. *Biormatika: Jurnal ilmiah fakultas keguruan dan ilmu pendidikan*, 8 (1), 9-21. <https://doi.org/10.35569/biormatika.v8i1.1089>
- Sardiman, A. M. (2016). *Interaksi dan Motivasi Belajar Mengajar*. PT. Raja Grafindo Persada.
- Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. New York: Cambridge University Press.
- Subakthiasih, P., & Putri, I. G. A. V. W. (2020). An Analysis of Students' Motivation in Studying English During Covid-19 Pandemic. *Linguistic, English Education and Art (LEEA) Journal*, 4 (1), 126-141. <https://doi.org/10.31539/leea.v4i1.1728>
- Takahashi, T. (2018). Motivation of Students for Learning English in Rwandan Schools. *Issues in Educational Research*, 28 (1), 168-186.
- Tanveer, M. A., Shabbir, M. F., Ammar, M., Dolla, S. I., & Aslam, H. D. (2012). Influence of teacher on student'learning motivation in management sciences studies. *American Journal of Scientific Research*, 67(1), 76-87.

Amelia, Nugraha & Yulianto: An Analysis of Students' Motivation ...

Uddiniyah, N. D., & Silfia, E. (2019). An Analysis of Students' Motivation in Learning English at SMAN 8 Kota Jambi Academic Year 2018/2019. *Jelt: Journal of English Language teaching*, 3 (2), 139–149.

Yeşilçınar, S. (2021). Motivational strategies in language learnings: Student-teacher's perceptions and views. *Muş Alparslan University Faculty of Education Journal*, 1(1), 41-56.